REPLACEMENT SHEET
Serial No. 10/722,926

115 110 105 "ORAL PRESENTATION" 125 100

	POOR	AVERAGE	GOOD	EXCELLENT
ORGANIZATION 145	AUDIENCE CANNOT UNDERSTAND PRESENTATION BECAUSE THERE IN NO SEQUENCE OF INFORMATION. 120	AUDIENCE HAS DIFFICULTY FOLLOWING PRESENTATION BECAUSE STUDENT JUMPS AROUND.	STUDENT PRESENTS INFORMATION IN LOGICAL SEQUENCE WHICH AUDIENCE CAN FOLLOW. 140	STUDENT PRESENTS INFORMATION IN LOGICAL, INTERESTING SEQUENCE WHICH AUDIENCE CAN FOLLOW.
CONTENT KNOWLEDGE 150	STUDENT DOES NOT HAVE GRASP OF INFORMATION; STUDENT CANNOT ANSWER QUESTIONS ABOUT SUBJECT.	STUDENT IS UNCOMFORTABLE WITH INFORMATION AND IS ABLE TO ANSWER ONLY RUDIMENTARY QUESTIONS.	STUDENT IS AT EASE WITH CONTENT, BUT FAILS TO ELABORATE.	STUDENT DEMONSTRATES FULL KNOWLEDGE (MORE THAN REQUIRED) WITH EXPLANATIONS AND ELABORATION.
VISUALS 155	STUDENT USED NO VISUALS.	STUDENT OCCASIONALLY USED VISUALS THAT RARELY SUPPORT TEXT AND PRESENTATION.	VISUALS RELATED TO TEXT AND PRESENTATION.	STUDENT USED VISUALS TO REINFORCE SCREEN TEXT AND PRESENTATION.
MECHANICS 160	STUDENT'S PRESENTATION HAD FOUR OR MORE SPELLING ERRORS AND/OR GRAMMATICAL ERRORS.	PRESENTATION HAD THREE MISSPELLINGS AND/OR GRAMMATICAL ERRORS.	PRESENTATION HAD NO MORE THAN TWO MISSPELLINGS AND/OR GRAMMATICAL ERRORS.	PRESENTATION HAS NO MISSPELLINGS OR GRAMMATICAL ERRORS.
DELIVERY 130	STUDENT MUMBLES, INCORRECTLY PRONOUNCES TERMS, AND SPEAKS TOO QUIETLY FOR STUDENTS IN THE BACK OF CLASS TO HEAR. 135	STUDENT INCORRECTLY PRONOUNCES TERMS. AUDIENCE MEMBERS HAVE DIFFICULTY HEARING PRESENTATION.	STUDENT'S VOICE IS CLEAR. STUDENT PRONOUNCES MOST WORDS CORRECTLY.	STUDENT USED A CLEAR VOICE AND CORRECT, PRECISE PRONUNCIATION OF TERMS.

FIG. 1

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200

```
<RUBRICS>
    <RUBRIC>
    <TITLE>Oral Presentation</TITLE>
    <ROWSNO>5</ROWSNO>
    <COLSNO>4</COLSNO>
  <RUBRIC_TABLE>
            <RUBRIC_CRITERIA>                                   210
                <ROWNO>1</ROWNO>                                240
                <CRITERIA> Organization </CRITERIA>             250
            </RUBRIC_CRITERIA>
        <RUBRIC_CRITERIA>
                <ROWNO>2</ROWNO>
                <CRITERIA> Content Knowledge </CRITERIA>
            </RUBRIC_CRITERIA>
        <RUBRIC_CRITERIA>
                <ROWNO>3</ROWNO>
                <CRITERIA> Visuals </CRITERIA>
            </RUBRIC_CRITERIA>
        <RUBRIC_CRITERIA>
                <ROWNO>4</ROWNO>
                <CRITERIA> Mechanics </CRITERIA>
            </RUBRIC_CRITERIA>
        <RUBRIC_CRITERIA>
                <ROWNO>5</ROWNO>
                <CRITERIA> Delivery </CRITERIA>
            </RUBRIC_CRITERIA>
220     <RUBRIC_SCORE>
                <COLNO>1</COLNO>                                270
                <SCORE> Poor </SCORE>                           260
            </RUBRIC_SCORE>
            <RUBRIC_SCORE>
                <COLNO>2</COLNO>
                <SCORE> Average </SCORE>
            </RUBRIC_SCORE>
            <RUBRIC_SCORE>
                <COLNO>3</COLNO>
                <SCORE> Good </SCORE>
            </RUBRIC_SCORE>
            <RUBRIC_SCORE>
                <COLNO>4</COLNO>
                <SCORE> Excellent </SCORE>
```

FIG.2A

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FIG.2B

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230 ~  </RUBRIC_SCORE>
       <RUBRIC_CELL>
            <COLNO>1</COLNO>
            <ROWNO>1</ROWNO>
280 ~       <BENCHMARK> Audience cannot understand presentation because there is no sequence of information. </BENCHMARK>
       </RUBRIC_CELL>
       <RUBRIC_CELL>
            <COLNO>1</COLNO>
            <ROWNO>2</ROWNO>
            <BENCHMARK> Student does not have grasp of information; student cannot answer questions about subject. </BENCHMARK>
       </RUBRIC_CELL>
  <RUBRIC_CELL>
            <COLNO>1</COLNO>
            <ROWNO>3</ROWNO>
            <BENCHMARK> Student used no visuals.
            </BENCHMARK>
       </RUBRIC_CELL>
  <RUBRIC_CELL>
            <COLNO>1</COLNO>
            <ROWNO>4</ROWNO>
            <BENCHMARK> Student's presentation had four or more spelling errors and/or grammatical errors.  </BENCHMARK>
       </RUBRIC_CELL>
  <RUBRIC_CELL>
            <COLNO>1</COLNO>
            <ROWNO>5</ROWNO>
            <BENCHMARK> Student mumbles, incorrectly pronounces terms, and speaks too quietly for students in the back of class to hear. </BENCHMARK>
       </RUBRIC_CELL>
  <RUBRIC_CELL>
            <COLNO>2</COLNO>
            <ROWNO>1</ROWNO>
            <BENCHMARK> Audience has difficulty following presentation because student jumps around. </BENCHMARK>
       </RUBRIC_CELL>
  <RUBRIC_CELL>
            <COLNO>2</COLNO>
            <ROWNO>2</ROWNO>
            <BENCHMARK> Student is uncomfortable with information and is able to answer only rudimentary questions.</BENCHMARK>
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FIG.2C

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</RUBRIC_CELL>
<RUBRIC_CELL>
<COLNO>2</COLNO>
<ROWNO>3</ROWNO>
<BENCHMARK> Student occasionally used visuals that rarely support text and presentation. </BENCHMARK>
</RUBRIC_CELL>
<RUBRIC_CELL>
<COLNO>2</COLNO>
<ROWNO>4</ROWNO>
<BENCHMARK> Presentation had three misspelling and/or grammatical errors. </BENCHMARK>
</RUBRIC_CELL>
<RUBRIC_CELL>
<COLNO>2</COLNO>
<ROWNO>5</ROWNO>
<BENCHMARK> Student incorrectly pronounces terms. Audience members have difficulty hearing presentation.</BENCHMARK>
</RUBRIC_CELL>
<RUBRIC_CELL>
<COLNO>3</COLNO>
<ROWNO>1</ROWNO>
<BENCHMARK> Student presents information in logical sequence which audience can follow</BENCHMARK>
</RUBRIC_CELL>
<RUBRIC_CELL>
<COLNO>3</COLNO>
<ROWNO>2</ROWNO>
<BENCHMARK> Student is at ease with content, but fails to elaborate. </BENCHMARK>
</RUBRIC_CELL>
<RUBRIC_CELL>
<COLNO>3</COLNO>
<ROWNO>3</ROWNO>
<BENCHMARK> Visuals related to text and presentation. </BENCHMARK>
</RUBRIC_CELL>
<RUBRIC_CELL>
<COLNO>3</COLNO>
<ROWNO>4</ROWNO>
<BENCHMARK> Presentation has no more than two misspellings and/or grammatical errors. </BENCHMARK>
</RUBRIC_CELL>
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<RUBRIC_CELL>
<COLNO>3</COLNO>
<ROWNO>5</ROWNO>
<BENCHMARK> Student's voice is clear.
Student pronounces most words correctly.</BENCHMARK>
</RUBRIC_CELL>
<RUBRIC_CELL>
<COLNO>4</COLNO>
<ROWNO>1</ROWNO>
<BENCHMARK> Student presents information in
logical, interesting sequence which audience can follow.</BENCHMARK>
</RUBRIC_CELL>
<RUBRIC_CELL>
<COLNO>4</COLNO>
<ROWNO>2</ROWNO>
<BENCHMARK> Student demonstrates full
knowledge (more than required) with explanations and elaboration.
</BENCHMARK>
</RUBRIC_CELL>
<RUBRIC_CELL>
<COLNO>4</COLNO>
<ROWNO>3</ROWNO>
<BENCHMARK> Student used visuals to
reinforce screen text and presentation. </BENCHMARK>
</RUBRIC_CELL>
<RUBRIC_CELL>
<COLNO>4</COLNO>
<ROWNO>4</ROWNO>
<BENCHMARK> Presentation has no
misspellings or grammatical errors. </BENCHMARK>
</RUBRIC_CELL>
<RUBRIC_CELL>
<COLNO>4</COLNO>
<ROWNO>5</ROWNO>
<BENCHMARK> Student used a clear voice
and correct, precise pronunciation of terms. </BENCHMARK>
</RUBRIC_CELL>
</RUBRIC_TABLE>
</RUBRIC>
</RUBRICS>
```

FIG.2D

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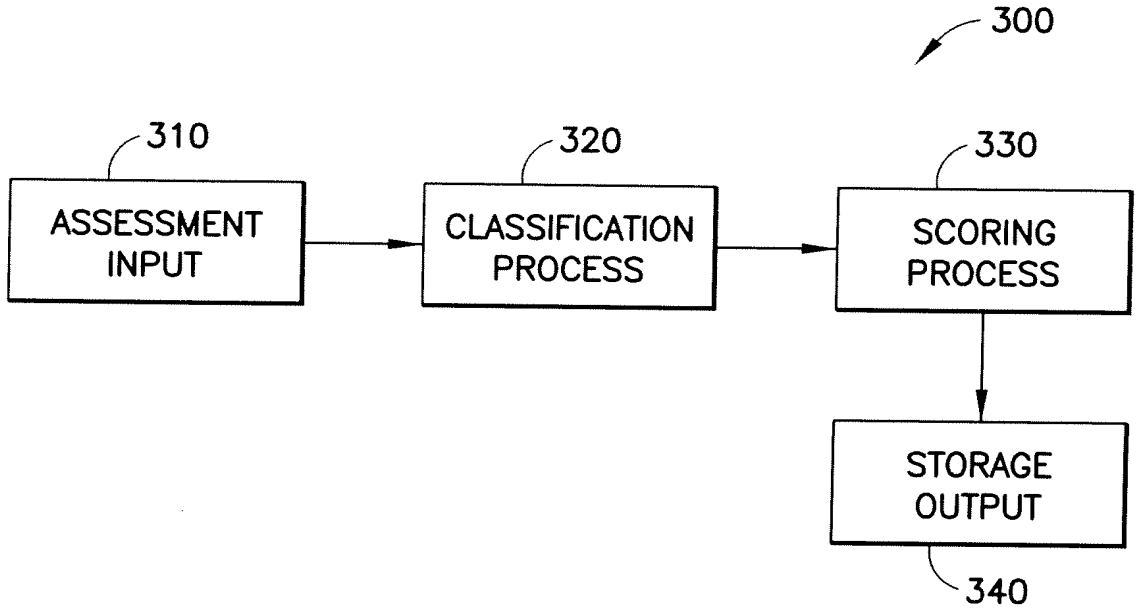

FIG.3

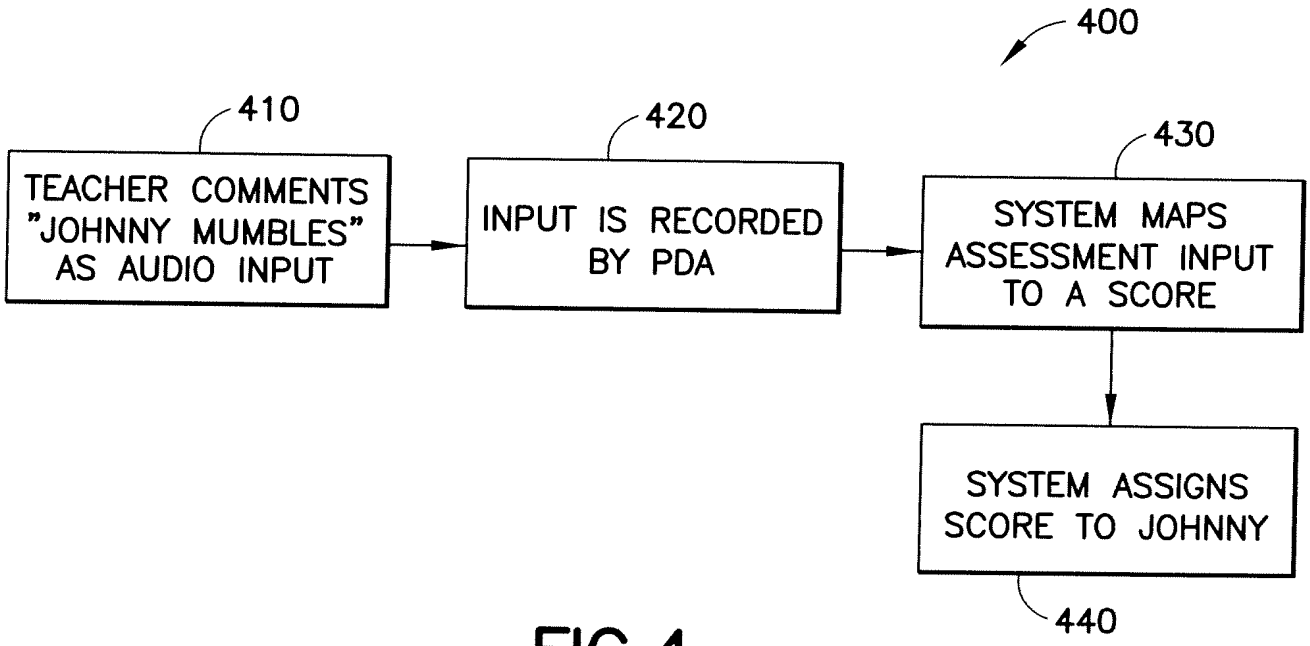

FIG.4

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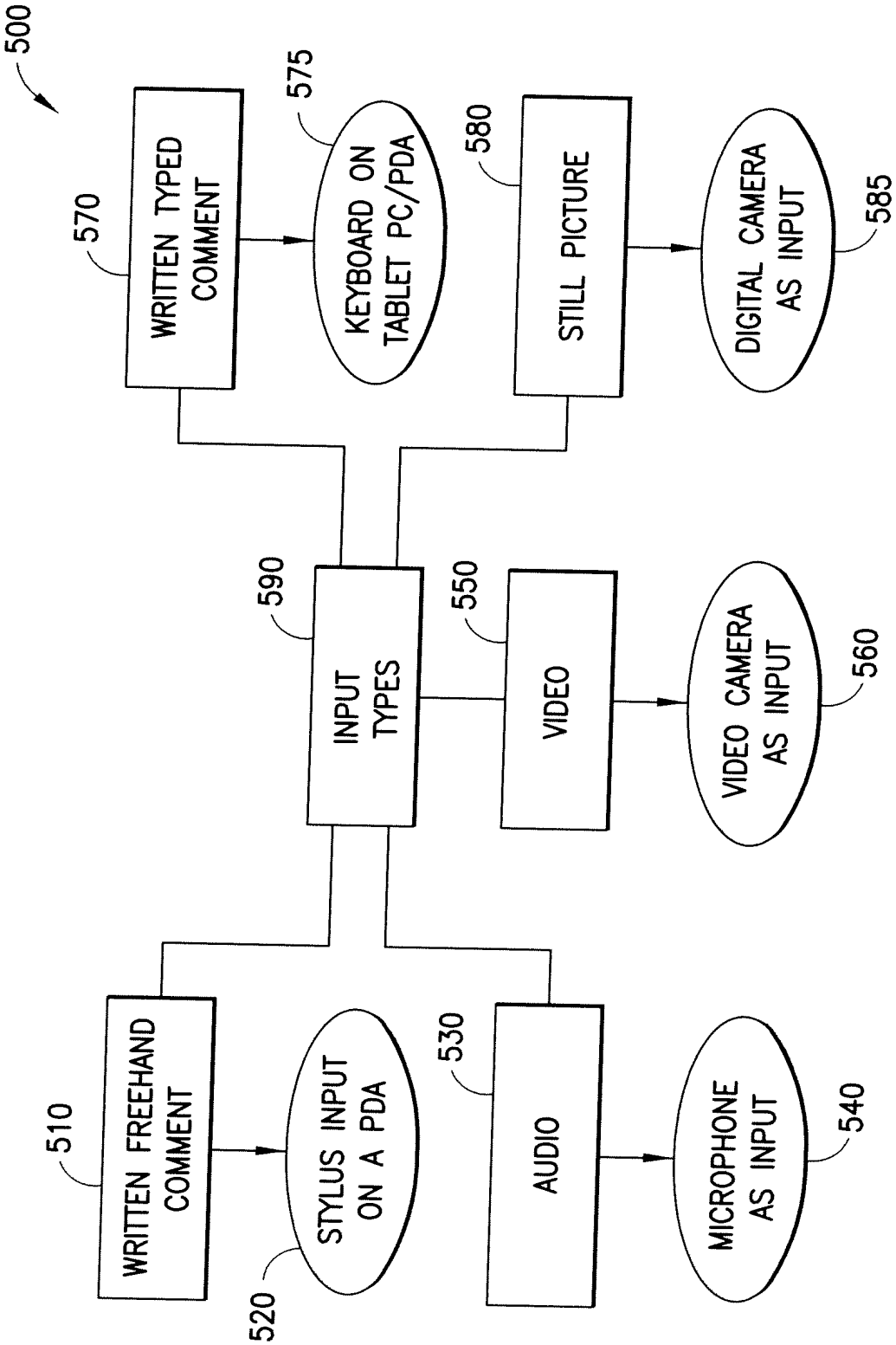

FIG.5

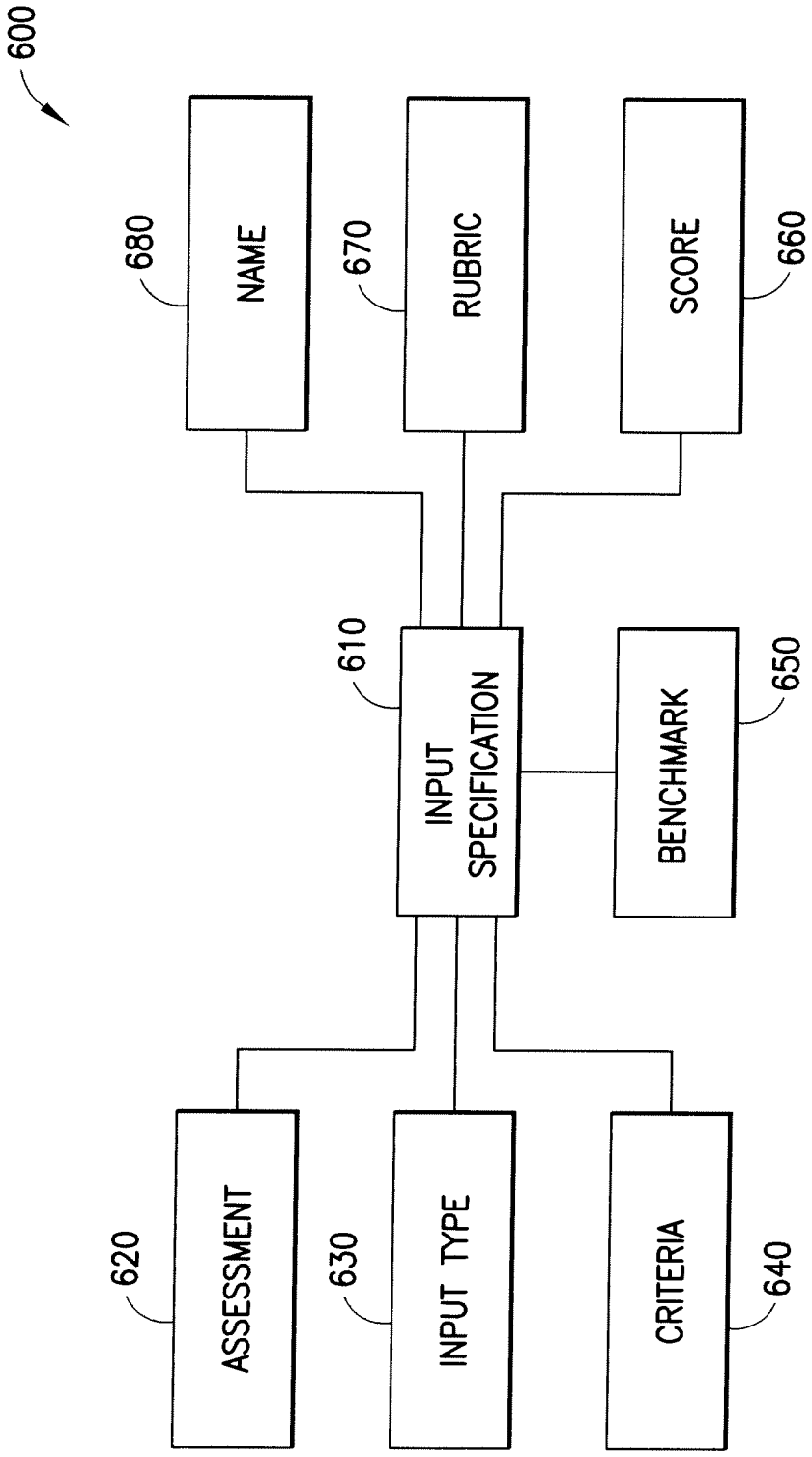
600
680
NAME
670
RUBRIC
660
SCORE
610
INPUT SPECIFICATION
650
BENCHMARK
620
ASSESSMENT
630
INPUT TYPE
640
CRITERIA

FIG.6

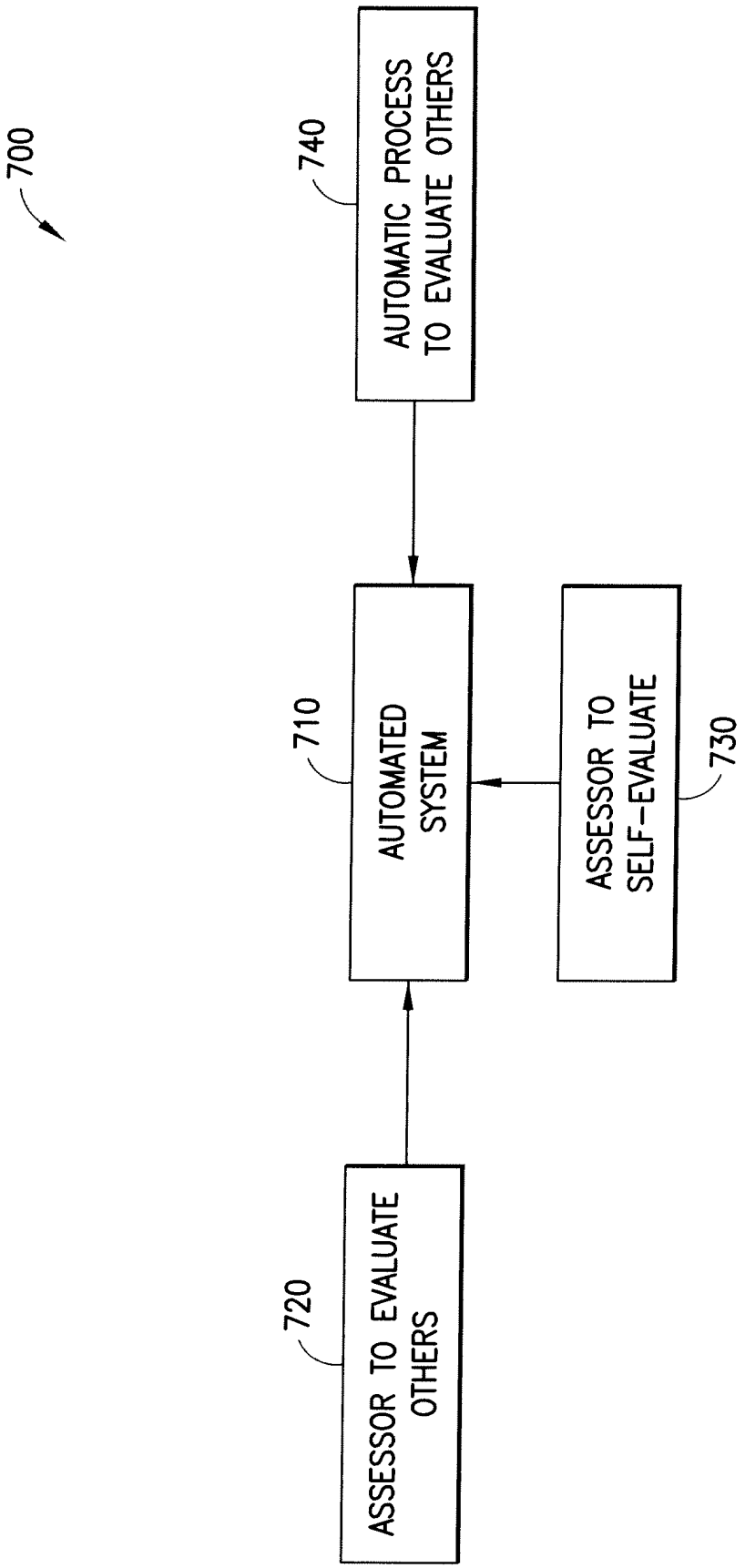
700
740
AUTOMATIC PROCESS TO EVALUATE OTHERS
710
AUTOMATED SYSTEM
730
ASSESSOR TO SELF-EVALUATE
720
ASSESSOR TO EVALUATE OTHERS

FIG.7

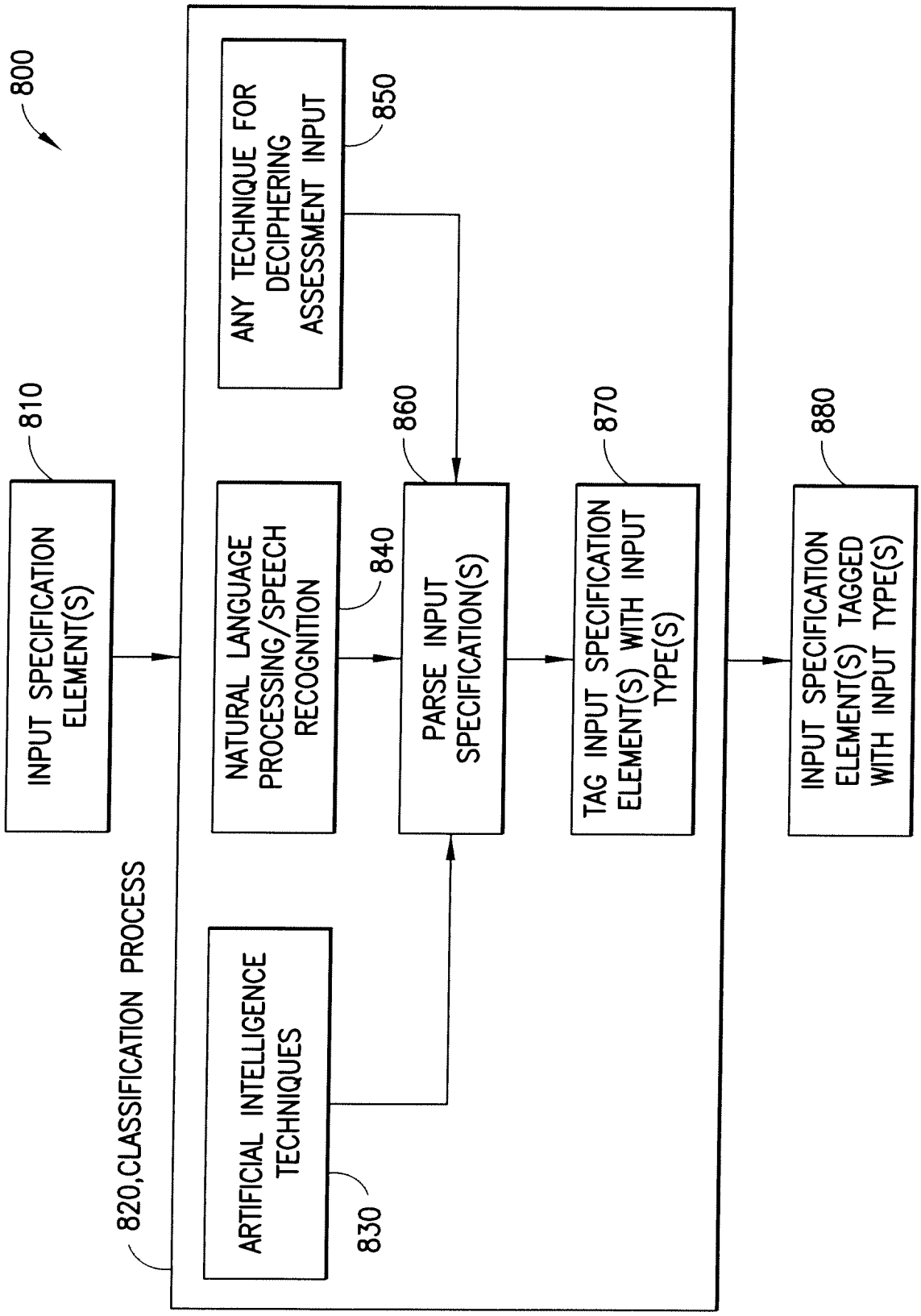
800
INPUT SPECIFICATION ELEMENT(S)
810
820,CLASSIFICATION PROCESS
NATURAL LANGUAGE PROCESSING/SPEECH RECOGNITION
840
ARTIFICIAL INTELLIGENCE TECHNIQUES
830
ANY TECHNIQUE FOR DECIPHERING ASSESSMENT INPUT
850
860
PARSE INPUT SPECIFICATION(S)
870
TAG INPUT SPECIFICATION ELEMENT(S) WITH INPUT TYPE(S)
880
INPUT SPECIFICATION ELEMENT(S) TAGGED WITH INPUT TYPE(S)

FIG.8

REPLACEMENT SHEET
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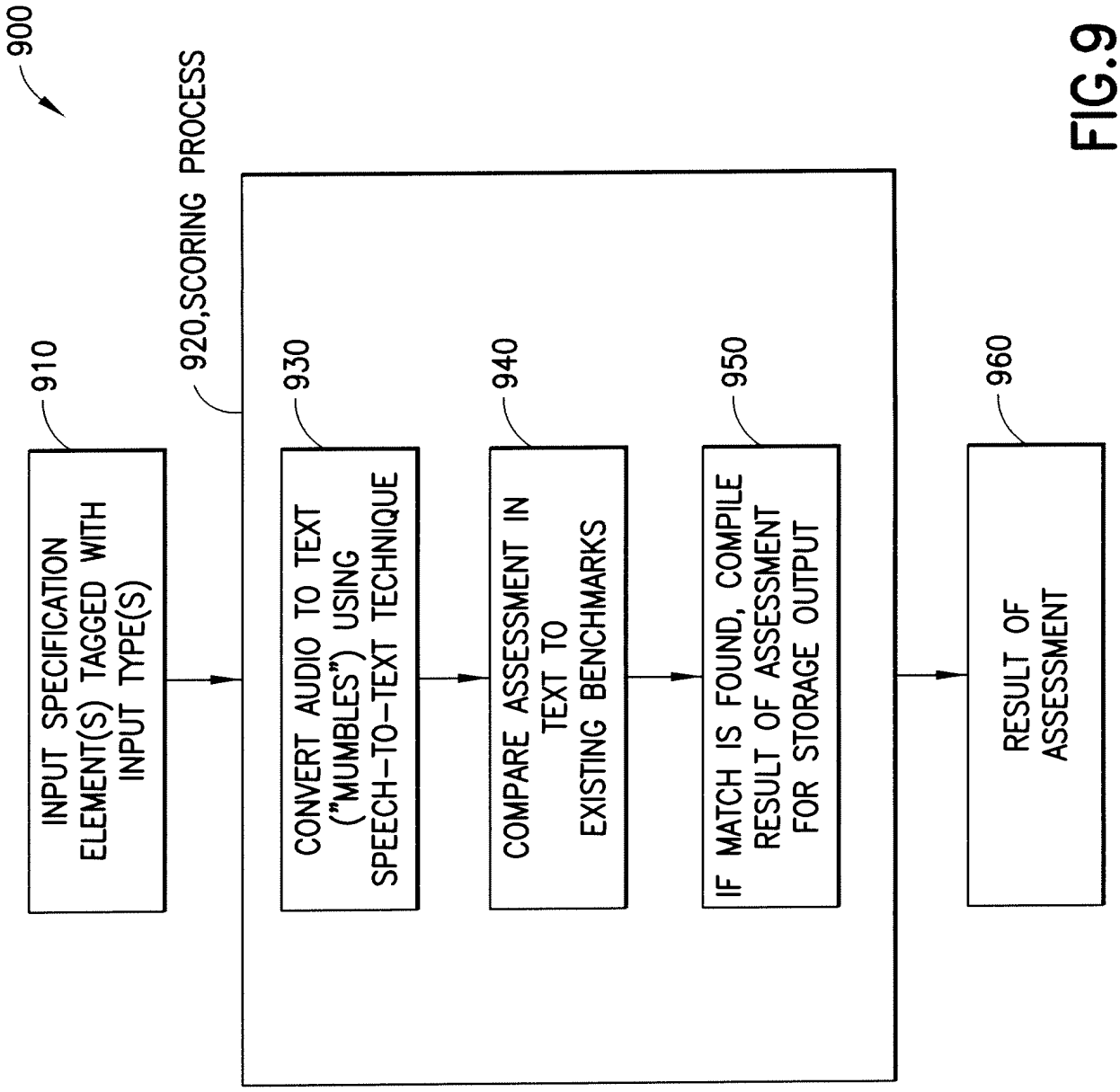

FIG.9

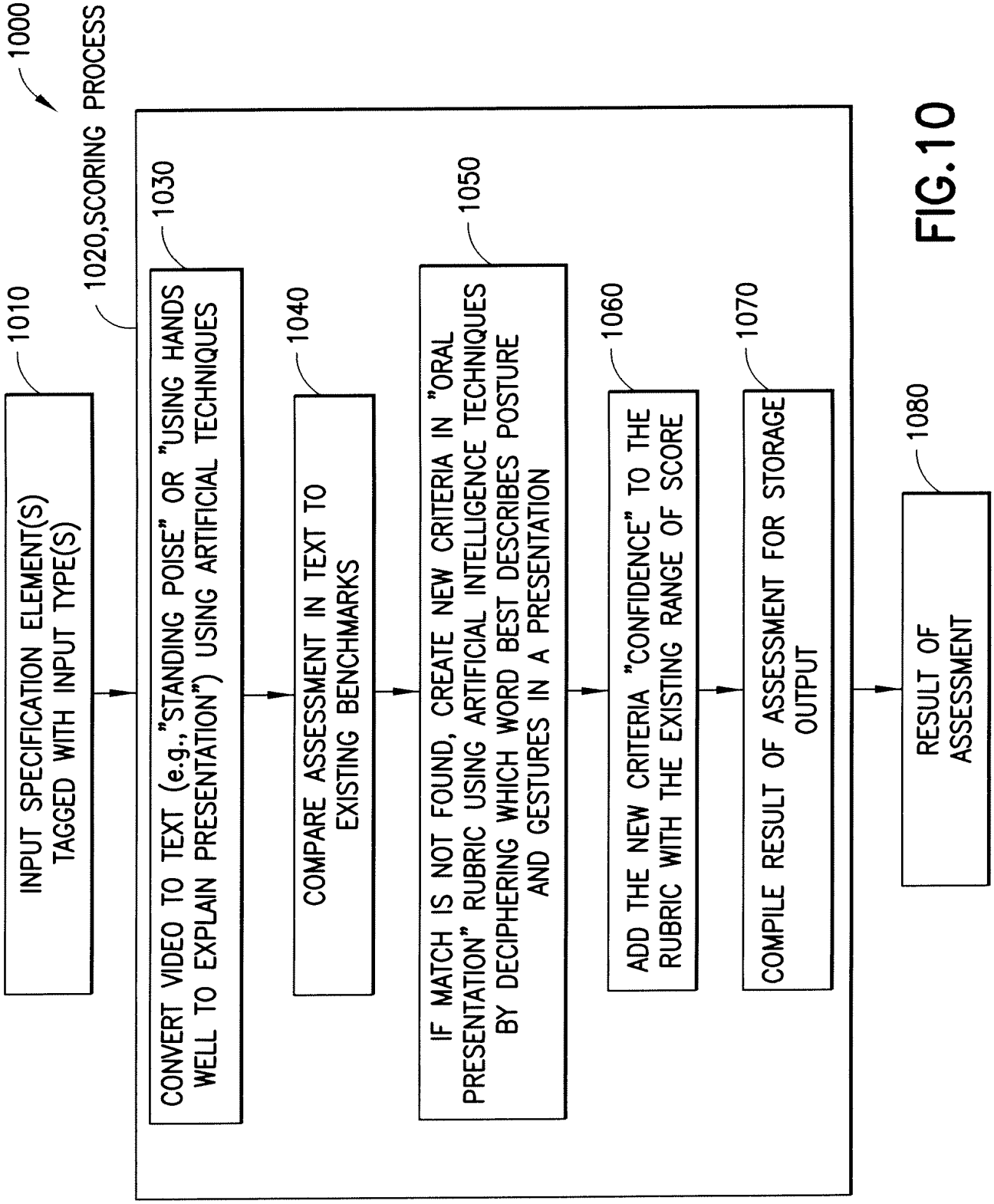
1000
1020,SCORING PROCESS
1010
INPUT SPECIFICATION ELEMENT(S) TAGGED WITH INPUT TYPE(S)
1030
CONVERT VIDEO TO TEXT (e.g., "STANDING POISE" OR "USING HANDS WELL TO EXPLAIN PRESENTATION") USING ARTIFICIAL TECHNIQUES
1040
COMPARE ASSESSMENT IN TEXT TO EXISTING BENCHMARKS
1050
IF MATCH IS NOT FOUND, CREATE NEW CRITERIA IN "ORAL PRESENTATION" RUBRIC USING ARTIFICIAL INTELLIGENCE TECHNIQUES BY DECIPHERING WHICH WORD BEST DESCRIBES POSTURE AND GESTURES IN A PRESENTATION
1060
ADD THE NEW CRITERIA "CONFIDENCE" TO THE RUBRIC WITH THE EXISTING RANGE OF SCORE
1070
COMPILE RESULT OF ASSESSMENT FOR STORAGE OUTPUT
1080
RESULT OF ASSESSMENT

FIG.10

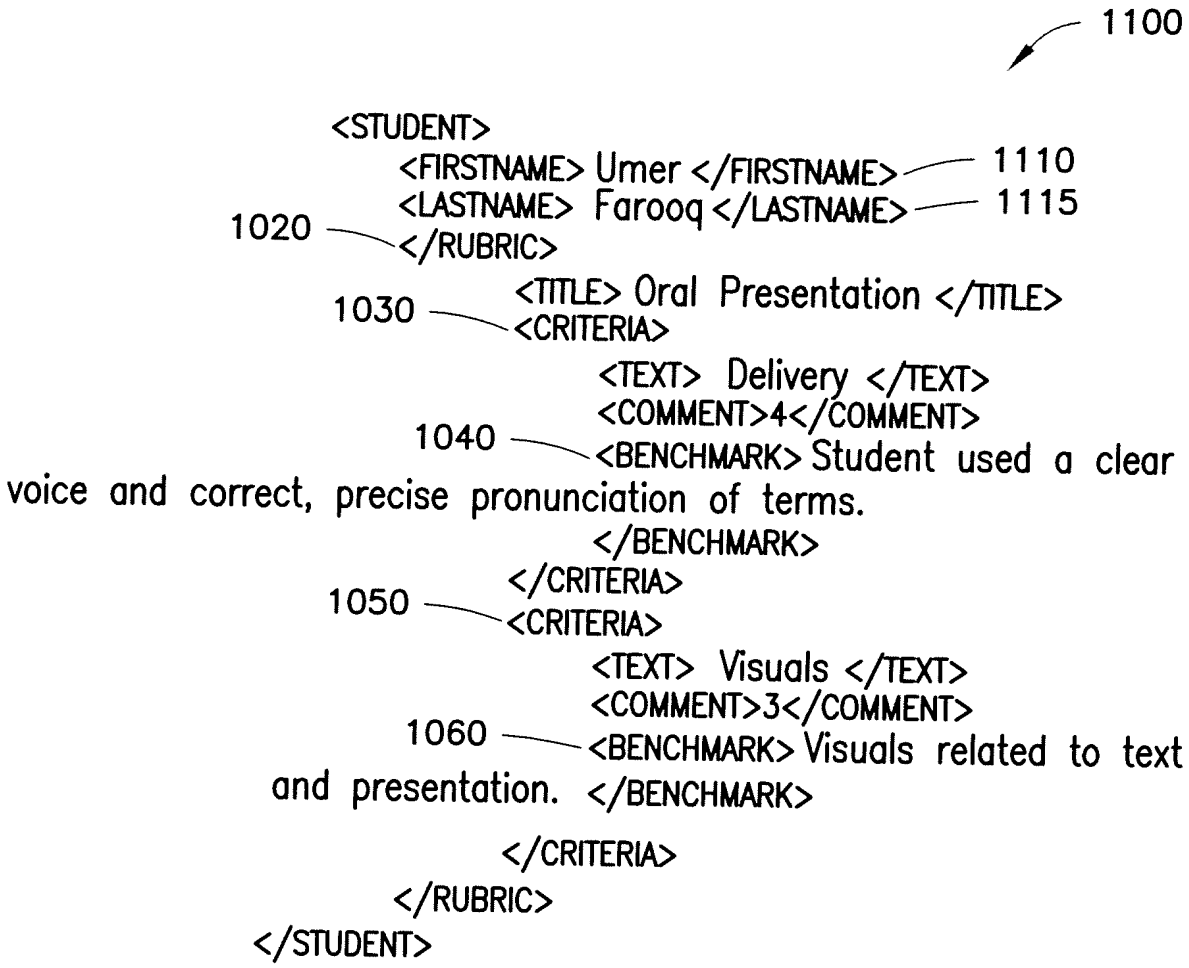
1100
<STUDENT>
<FIRSTNAME> Umer </FIRSTNAME>
1110
<LASTNAME> Farooq </LASTNAME>
1115
1020
</RUBRIC>
<TITLE> Oral Presentation </TITLE>
1030
<CRITERIA>
<TEXT> Delivery </TEXT>
<COMMENT>4</COMMENT>
1040
<BENCHMARK> Student used a clear voice and correct, precise pronunciation of terms.
</BENCHMARK>
</CRITERIA>
1050
<CRITERIA>
<TEXT> Visuals </TEXT>
<COMMENT>3</COMMENT>
1060
<BENCHMARK> Visuals related to text and presentation.
</BENCHMARK>
</CRITERIA>
</RUBRIC>
</STUDENT>

FIG. 11

REPLACEMENT SHEET
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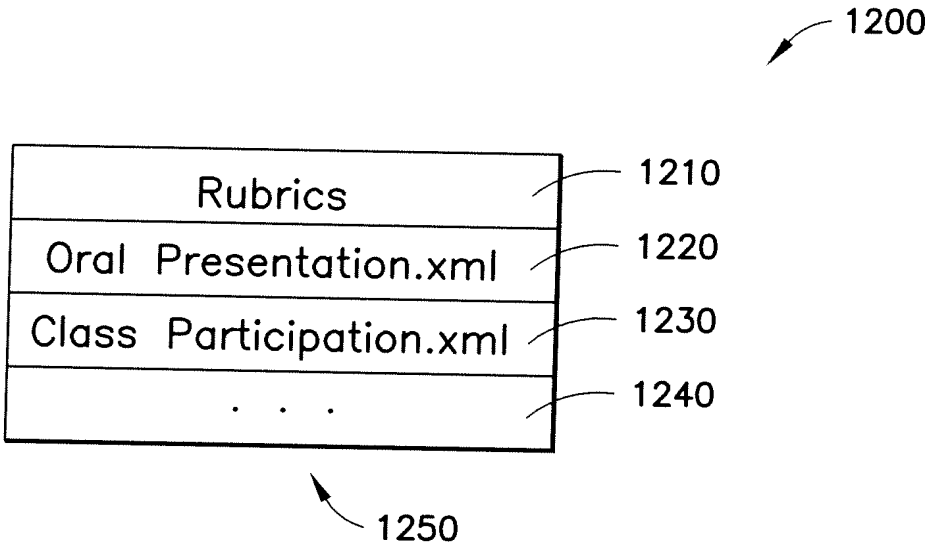

FIG.12

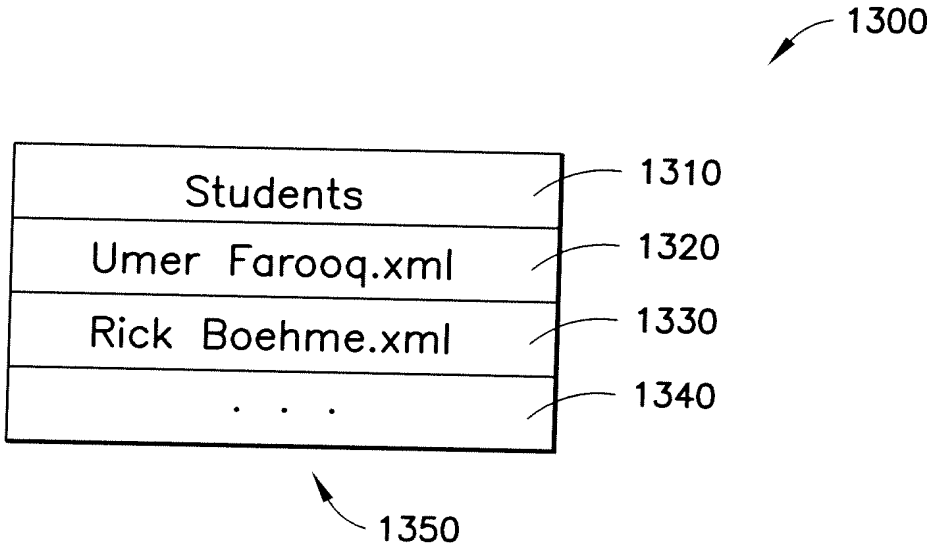

FIG.13

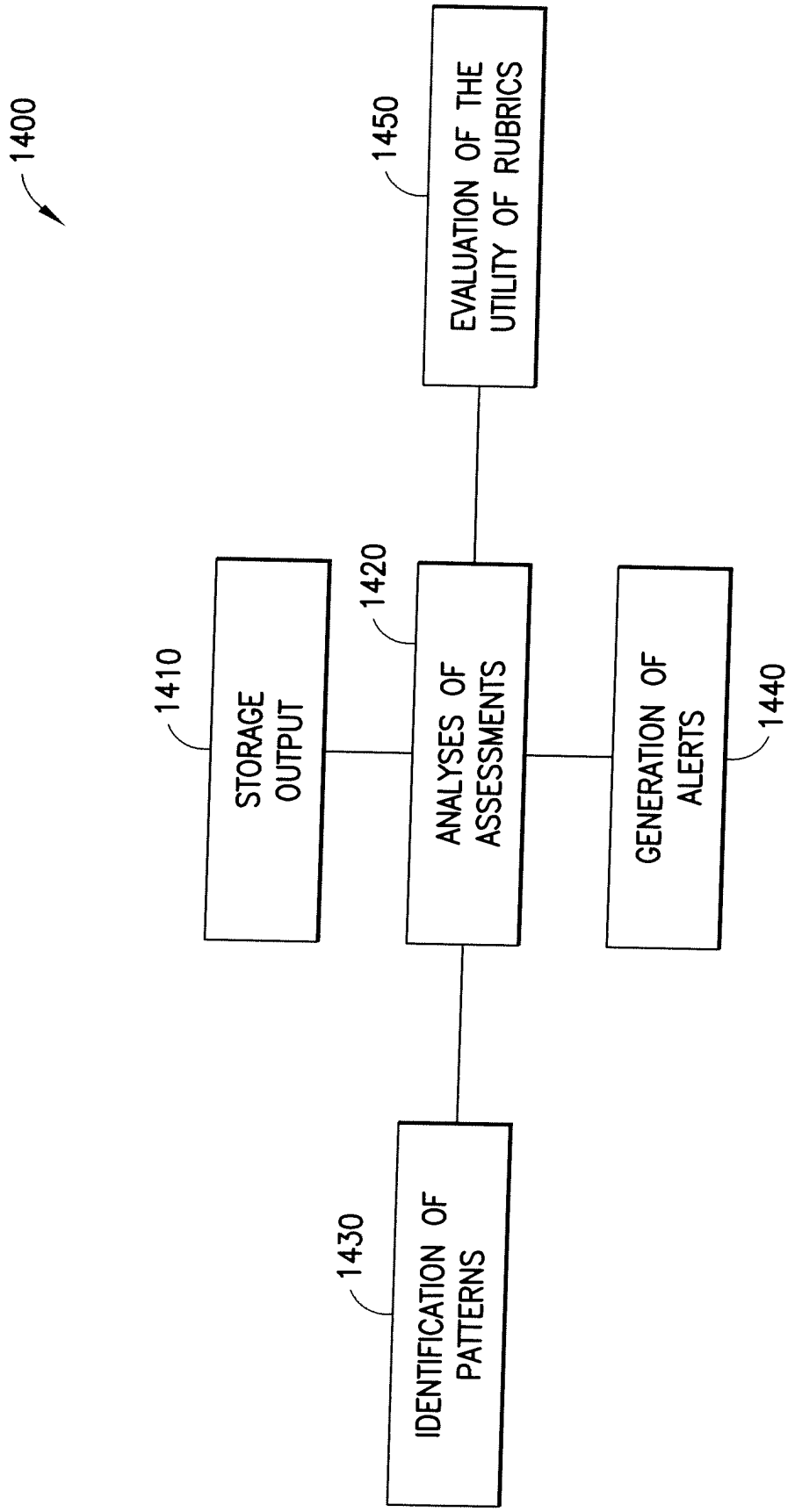
1400
1450
EVALUATION OF THE UTILITY OF RUBRICS
1420
1410
STORAGE OUTPUT
ANALYSES OF ASSESSMENTS
GENERATION OF ALERTS
1440
1430
IDENTIFICATION OF PATTERNS

FIG.14

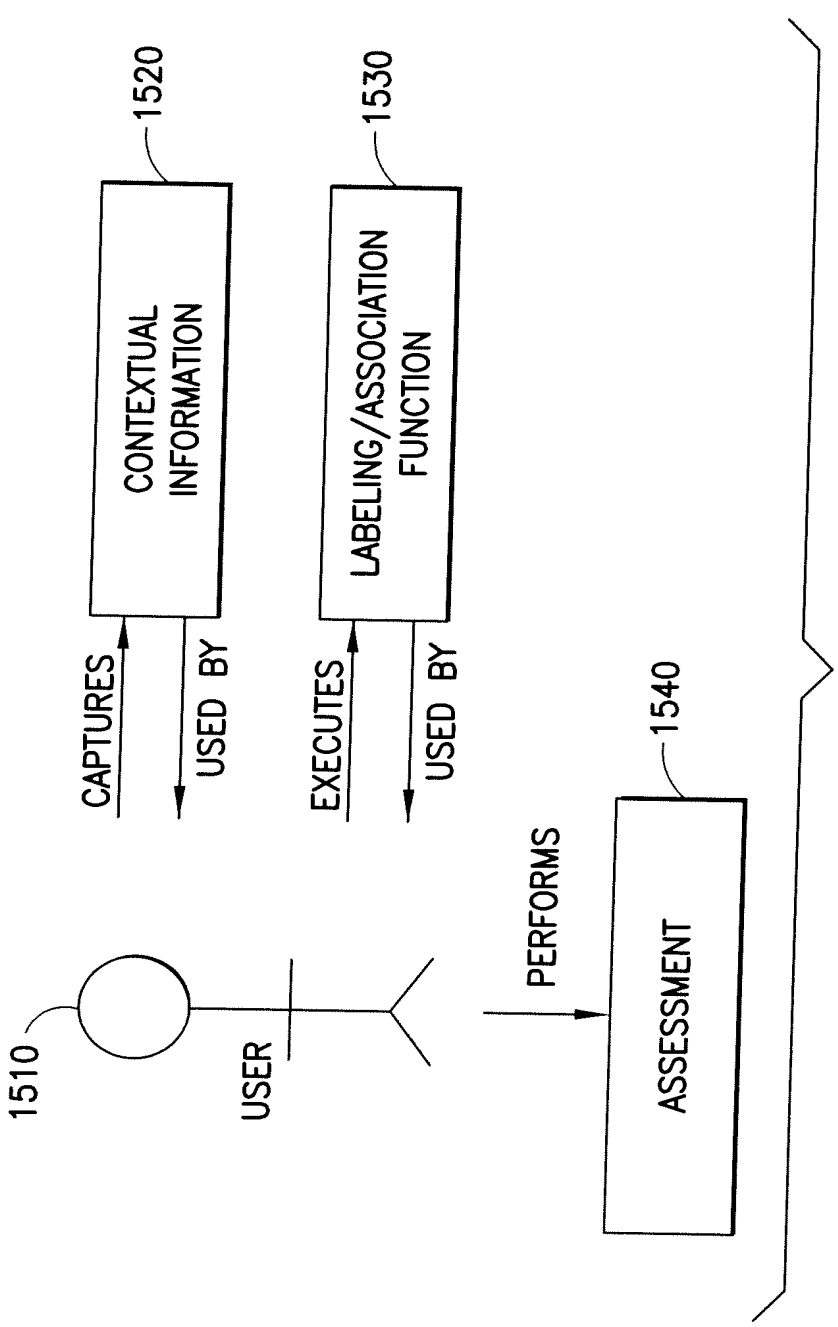
1500
1520
CONTEXTUAL INFORMATION
CAPTURES
USED BY
1530
LABELING/ASSOCIATION FUNCTION
EXECUTES
USED BY
1510
USER
PERFORMS
1540
ASSESSMENT

FIG.15A

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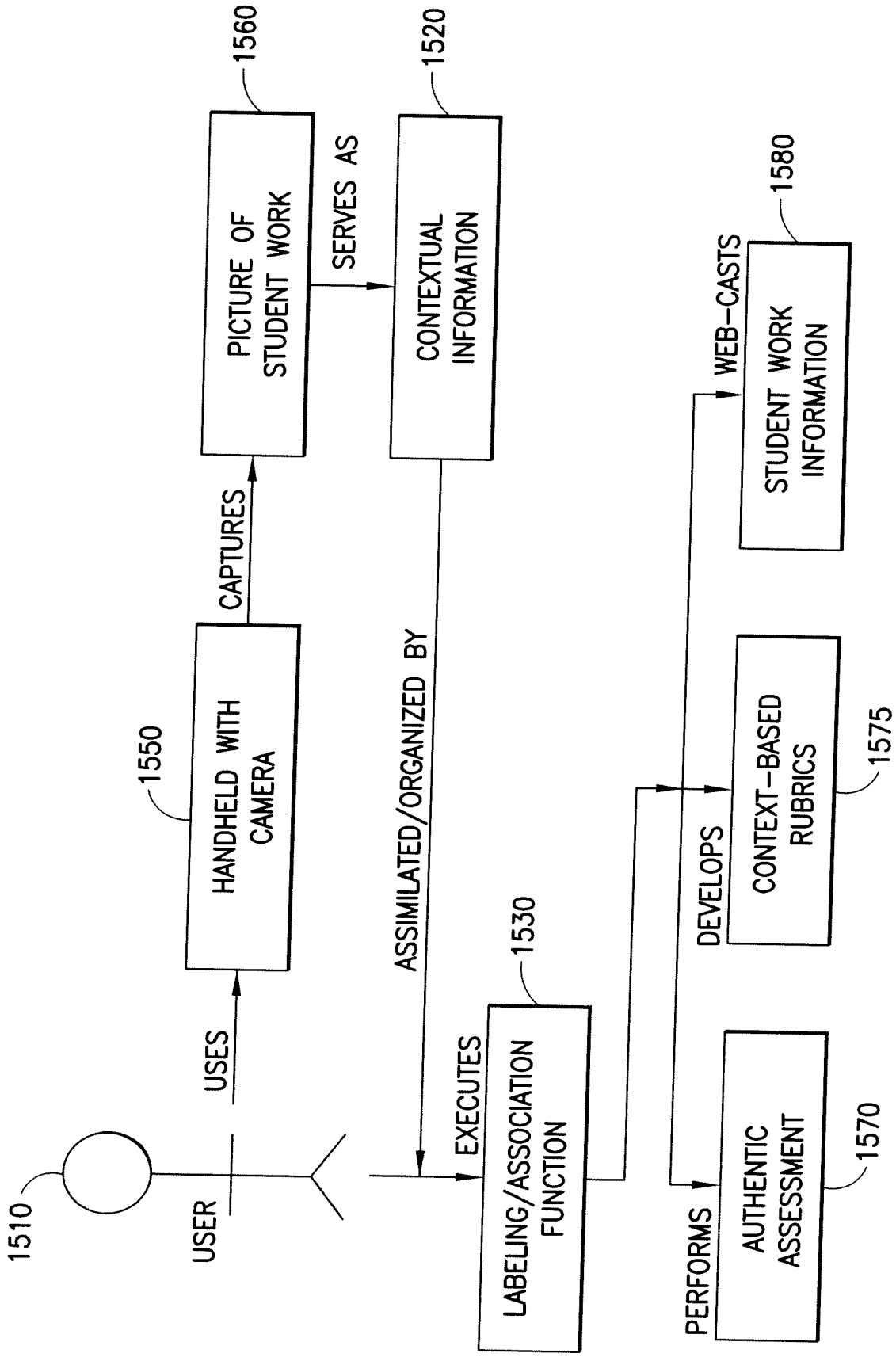

FIG.15B